

Henry Family Plan

(2nd Grade) - (Mrs. Sopikiotis)



Patrick Henry
Elementary School

Teachers will...	Students will...	Parents will...
<ul style="list-style-type: none"> ★ Plan weekly assignments. ★ Suggest daily schedule and time. ★ Provide digital and paper-based versions of assignments as much as possible. ★ Check-in with families and students on a daily basis via email and Google Classroom. ★ Be available during office hours*: <ul style="list-style-type: none"> ○ Hours: ○ Please email me at any time at: ksopikiotis@cps.edu ○ Google Meet Link: _____ 	<ul style="list-style-type: none"> ★ Engaged in 180 minutes of synchronous (teacher-student interaction) instruction ★ Engage in 180 minutes of asynchronous (instruction) ★ Complete all weekly assignments. ★ Reaching out to teachers via email they when needing help on ANYTHING. ★ We can also set up a Google Meet or phone conference through email if needed. 	<ul style="list-style-type: none"> ★ Ensure students work on academics each day. ★ Help student communicate with teacher when issues arise. ★ Ensure students have access to technology -- communicate with school if not. ★ Ensure students know each day's work to do.
<p>*Remote online support will be provided via Email, Google Classroom submissions/discussions, Google Meet and phone calls when needed.</p>		

Classroom Engagement	Supplemental Websites
<p>Google Meet: Link Second108</p> <p>Google Classroom (through student CPS email)</p> <ul style="list-style-type: none"> - Digital classroom platform - Daily stream of online assignments - Official assignment turn-in location 	<p>ST Math - Math</p> <p>Lexia- Lexia108</p> <p>IXL - IXL108 Math/Reading</p> <p>XtraMath- XtraMath108</p>

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Time	Monday 10/12/20	Tuesday 10/13/20	Wednesday 10/14/20	Thursday 10/15/20	Friday 10/16/20
	No School	Morning Meeting Slides:	Morning Meeting Slides:	Morning Meeting Slides:	Morning Meeting Slides:
8:15-8:45	Attendance/Morning Meeting/SEL (Google Meet)				
8:45-9:30	Literacy (Google Meet) Materials: notebook, pencil, crayons	Literacy (Google Meet) Materials: notebook, pencil, crayons Reading Creepy Carrots We will read the books using only the pictures. As we read each page, we will stop and ask questions about what is happening and make predictions about the text. Next, students will ask a question and make predictions about the story.	Literacy (Google Meet) Materials: notebook, pencil, crayons Reading Creepy Carrots We will read the story one more time this time using the words. After reading the text we identify the different elements of the story together.	Literacy (Google Meet) Materials: notebook, pencil, crayons Reading Creepy Carrots and Creepy pair of underwear. Students will listen to the stories. After listening to the story, we will compare and contrast the two stories. The teacher will model how to use a Venn diagram to compare and contrast. Students will complete the Venn diagram independently.	Literacy (Google Meet) Materials: notebook, pencil, crayons Reading Creepy carrots Read Next, students will take a comprehension test on Google forms about the story
9:30-10:30	Specials Art-108	Specials Art-108	Specials Art-108	Specials Art-108	Specials Art-108

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<p>10:30-10:45</p>	<p>(Word Study) (Google Meet) Materials: notebook, pencil</p>	<p>(Word Study) (Google Meet) Materials: notebook, pencil This week's spelling words have long-a or /ā/ sound. This is the vowel sound you hear at the beginning of the word ape. The long a vowel sound: rain, paid, nail, made, came, take, tape, day, say, play</p> <p>Week 5-Day1 *Foundational Skills Boost: Warm-Up:Review /s/? Skills Lesson: Spelling Alternatives for /s/ Reading Practice/Fluency: Mister Spencer and the Rabbits</p>	<p>(Word Study) (Google Meet) Materials: notebook, pencil</p> <p>Week 5-Day2 *Foundational Skills Boost: Warm-Up:Blending & Segmenting Skills Lesson: Tricky Spelling 'g', Spelling Alternatives for // Reading Practice/Fluency: The Picnic by the River</p>	<p>(Word Study) (Google Meet) Materials: notebook, pencil</p> <p>Week 5-Day3 *Foundational Skills Boost: Warm-Up: Review /n/ Skills Lesson: Spelling Alternatives for /n/ Reading Practice/Fluency: The Band</p>	<p>(Word Study) (Google Meet) Spelling Test in google classroom.</p> <p>Week 5-Day4 Warm-Up: Review /n/,/s/ Skills Lesson: Spellings for /n/, /s/ Reading Practice/Fluency: The Band On Your Own Reading Practice/Fluency: Choice- The Yard Sale</p>
<p>10:45-11:45</p> <p>5</p> <p>(On your own, not on google meet)</p>	<p>Daily 5</p>	<p>Daily 5 Lexia 30 minutes; spelling tic tac toe: choose 1 activity to complete in notebook; Read to Self: Choose a book to read; Razkids Writing: Write all about your weekend.</p>	<p>Daily 5 Lexia 30 minutes; spelling tic tac toe: choose 1 activity to complete in notebook; Read to Self: Choose a book to read; Razkids Writing: Write all about your weekend.</p>	<p>Daily 5 Lexia 30 minutes; spelling tic tac toe: choose 1 activity to complete in notebook; Read to Self: Choose a book to read; Razkids Writing: Write all about your weekend.</p>	<p>Daily 5 Lexia 30 minutes; spelling: use play doh, pasta, beans, etc. to make your words; Read to Self: Choose a book to read; Razkids Writing: Write all about your weekend.</p>
<p>11:45-12:05</p>	<p>Writer's Workshop (Google Meet) Materials: Notebook, pencil, crayons</p>	<p>Writer's Workshop (Google Meet) Materials: Notebook, pencil, crayons</p>	<p>Writer's Workshop (Google Meet) Materials: Notebook, pencil, crayons</p>	<p>Writer's Workshop (Google Meet) Materials: Notebook, pencil, crayons</p>	<p>Writer's Workshop (Google Meet) Materials: Notebook, pencil, crayons</p>

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		<p>Lang.Arts Exercise: Unit 2- Lesson 4-6 Review Lesson 8: Showing how Characters Feel *Teacher: Too Many Tamales!-Authors sometimes show how characters are feeling through their actions versus saying it. Read aloud part where Maria discovers she lost the ring and runs to the kitchen. *Model with the Show Don't Tell practice sheet. Practice with Students the next two on the sheet. *Have students share aloud. *Students will add Show Don't Tell to their own writing.</p>	<p>Lang.Arts Exercise: Unit 2- Lesson 4-6 Review Lesson 8: Continue with Showing how Characters Feel *Teacher: Too Many Tamales!-Authors sometimes show how characters are feeling through their actions versus saying it. Read aloud part where Maria discovers she lost the ring and runs to the kitchen. *Model with the Show Don't Tell practice sheet. Practice with Students the next two on the sheet. *Have students share aloud. *Students will add Show Don't Tell to their own writing</p>	<p>Lang.Arts Exercise: Unit 2- Lesson 4-6 Review Lesson 9: Using Specific Words *Anchor Chart of other ways to say said. *We will be using exciting & interesting words to tell what characters say. *Use book, Too Many Tamales to show how the author does not use "said" all the time. *Add words to the Anchor Chart as you read aloud. *Students will work independently to find the spot(s) where they used said & replace it with a more interesting/exciting word. Share with the class.</p>	<p>Lang.Arts Exercise: Unit 2- Lesson 4-6 Quiz Lesson 9:Continue with Using Specific Words *Anchor Chart of other ways to say said. *We will be using exciting & interesting words to tell what characters say. *Use book, Too Many Tamales to show how the author does not use "said" all the time. *Add words to the Anchor Chart as you read aloud. *Students will work independently to find the spot(s) where they used said & replace it with a more interesting/exciting word. Share with the class.</p>
12:05-12:30	Math (Google Meet)	<p>Math (Google Meet) Write the number 327 on the board. Ask students to: a. Model 1 way to represent 327 using hundreds, tens, and ones. B. Can you show 327 using only tens and ones? Explain your</p>	<p>Math (Google Meet) (Review lesson from previous day) Maria has base-ten blocks that represent 2 hundreds, 6 tens, and 32 ones. a. What number is Maria representing?</p>	<p>Math (Google Meet) Write the following numbers on board. A. 248 B. 154 Draw models that represent each . Then write what is 10 more, 10 less, 100 more, 100 less for each.</p>	<p>Math (Google Meet) Lisa bought a bag of gum drops. There were 477 gum drops in the bag. Draw 2 different models to show 477.</p>

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		thinking. C. Can you represent 327 in a different way? Please explain.	b. Is there another way that Maria can represent the value?		
12:30-1:15	Lunch				
1:15-1:30	Math (Google Meet)	Math (Google Meet) GoMath Interactive lesson: https://www-k6.thinkcentral.com/content/hsp/math/gomath/na/gr2/online_interactive_teacher_book_9780544349070_/G2_Chp2_L8/launch.html?edition=student Complete pg. 118 #'s 1-2 together	Math (Google Meet) Watch following Youtube video: https://youtu.be/omkDlMfvtk	Math (Google Meet) GoMath interactive: Interactive Lesson: https://www-k6.thinkcentral.com/content/hsp/math/gomath/na/gr2/online_interactive_teacher_book_9780544349070_/G2_Chp2_L9/launch.html?edition=student Complete pg. 124 #'s 1-4 together	Math (Google Meet) Teacher created math quiz in google classroom.
1:30-2:20 (On your own, not on google meet)	Math (Daily 3) * XtraMath https://xtramath.org/#/signin/student_other * IXL: https://www.ixl.com/signin/patrickhenryes *Math Packet Teacher Email: ksopikiotis@cps.edu *StMath http://clever.com/in/chicag	Math (Daily 3) * GoMath pgs. 119 #'s 3-5 * XtraMath https://xtramath.org/#/signin/student_other * IXL: M11 https://www.ixl.com/signin/patrickhenryes *Math Packet Teacher Email: ksopikiotis@cps.edu *StMath	Math (Daily 3) *Review pgs * XtraMath https://xtramath.org/#/signin/student_other * IXL: M14 https://www.ixl.com/signin/patrickhenryes *Math Packet Teacher Email: ksopikiotis@cps.edu *StMath	Math (Daily 3) *GoMath pgs. 125 5-14 * XtraMath https://xtramath.org/#/signin/student_other * IXL: https://www.ixl.com/signin/patrickhenryes *Math Packet Teacher Email: ksopikiotis@cps.edu *StMath	Math (Daily 3) * XtraMath https://xtramath.org/#/signin/student_other * IXL: https://www.ixl.com/signin/patrickhenryes *Math Packet Teacher Email: ksopikiotis@cps.edu *StMath http://clever.com/in/chicag

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	icago	http://clever.com/in/chicago	http://clever.com/in/chicago	http://clever.com/in/chicago	o Math Games: https://www.arcademics.com
2:20-2:40	<p>Social Science (Google Meet) Google Meet:</p>	<p>Social Science (Google Meet) Google Meet: Ellen Ochoa https://youtu.be/A6GpEWFCajg RazKids: Begin reading Carlos's Family Celebration</p>	<p>Social Science (Google Meet) Google Meet-Day: Roberto Clemente https://docs.google.com/presentation/d/1tOUQRauJC4-2LCtQ8I40RxehLbGTFjIVk7t28FZkYAk/edit?ts=5f68045c#slide=id.g9579226a33_0_183 Discuss how Carlos and his family celebrate Mexican Independence Day *What is the family celebrating? *Do you think Carlos and Selena like working together? Why or why not?</p>	<p>Social Science (Google Meet) Google Meet: Shakira https://docs.google.com/presentation/d/1tOUQRauJC4-2LCtQ8I40RxehLbGTFjIVk7t28FZkYAk/edit?ts=5f68045c#slide=id.g9579226a33_0_232 Discuss Carlos's Family Celebrations: *How is the way your family celebrates special days similar to the way Carlos's family celebrates? How is it different? *What part of the celebration did Carlos and Selena not help with? *What is your favorite part of the celebration and why?</p>	<p>Social Science (Google Meet) Google Meet: Pele https://docs.google.com/presentation/d/1tOUQRauJC4-2LCtQ8I40RxehLbGTFjIVk7t28FZkYAk/edit?ts=5f68045c#slide=id.g9579226a33_0_197</p>
2:40-3:00	<p>Social Science Student Activity:</p>	<p>Social Science Student Activity: Students will listen/read story assigned in Razkids</p>	<p>Social Science Student Activity: Student Activity: Students read story & begin working on</p>	<p>Social Science Student Activity: Activity:.Continue working on sequencing activity</p>	<p>Social Science Student Activity: Think about your family celebrations. Choose 1 that</p>

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			sequencing activity in google classroom		is special to you, draw a detailed picture of it and write about it. Practice presenting to prepare yourself to present on Monday.
3:00-3:15	Academic Enrichment/Wrap up	Academic Enrichment/Wrap up	Academic Enrichment/Wrap up	Academic Enrichment/Wrap up	Academic Enrichment/Wrap up